# Lesson Plan

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| Name and Class: | Danielle McKee Water, Energy, and Waste*: Integrating themes of sustainability Into Your Classroom* |
| Unit Name: | Eastern Woodland Indians |
| Length of Lesson: | 45 mins. |
| State Standards Addressed: | CCSS.ELA-Literacy. RI.2.0  CCSS.ELA-Literacy. RI.2.3  CCSS.ELA-Literacy. RI.2.4  1.7.4. Students plan and build, under supervision, a model of the solution using familiar materials, processes, and hand tools. |
| Danielson Framework | 3b Using Questioning and Discussion Techniques  3c Engaging Students in Learning |

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| **The Big Ideas:** | |
| Big Ideas/Essential Understandings for this lesson: | Students will understand that the Native Americans had a deep respect for their natural world and they have always understood the need for moderation and conservation in the use of natural resources. |
| Essential Question(s) for this lesson: | How did the Native Americans view the Earth and the resources around them?  What is conservation?  What are the 3 R’s? |
| Evidence of Student Understanding (Assessment) in this Lesson: | Students will show a different way of conserving items that we throw daily away in a lunch school setting. They will make another useful item out of them. |

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| **Lesson Preparation:** | |
| Student preparation for this lesson:  (What do students need to know and be able to do in preparation for this lesson?) | I will read the book **“Giving Thanks”** to show how grateful and thankful the Native Americans were for all that the Earth has given them.  T&T: What are all the things you are thankful for? |
| Materials Required: | Lunch items (collect-water bottles, milk cartons, plastic bags, yogurt containers, metal lunch trays, etc.)  **Book:** “Giving Thanks: A Native American Good Morning Message”  Moccasins  Deer hide  Deer hoof rattle  Construction paper scraps  3 R’s Chart |
| Specific purpose(s) or Objective(s):  (What will students know and be able to do after this lesson?) | Students will be able create something that they are not using any longer and turn it into something functional. They will keep their eye out for things in their daily lives that they can reuse, recycle & reduce like the EWI.  Students brainstorm ways to reuse classroom garbage. |

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| **Lesson Sequence:** | |
| Anticipatory Set or Hook: | First, I will show them a diagram of a deer on the smart board with lots of items the EWI made from the deer. They can come up and guess what part of the deer it came from. I will then pass around real items made out of deer to get them excited. (moccasins, deer hide, and a deer rattle made out of bone and deer hooves.) |
| Step by Step Explanation of Activities/Strategies | * First, we will have a conversation about how the EWI never wasted and how we need to reuse items, recycle them and reduce the amount of materials when we can.   T&T: What are some items you throw in the trash daily during lunchtime?   * Experiment: During lunch students will collect items from their lunches that they might be able to reuse to make into something else. (clean out first): * Ask: Can any of these items be REUSED in our classroom or the art room? * Each student will work with a partner and brainstorm some creative ideas to remake their lunch trash into something new. * Next, they can build their new item or they can make a list of ideas what it can be used for. * Last, they can draw, label or write a short description about what their new item is and its functionality. |
| Closure: | Students share out their new item. |
| Accommodations for Students with Disabilities or Diverse Learning Styles: | Differentiated Resources  \*Differentiation:  Some partners can draw what their item will look like and how it will be used. They can also verbally explain.  \*Others can write out their ideas and explanations. |

